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New York, December 10, 1881.

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1870 THE SCHOOL JOURNAL. 1882

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TWELFTH YEAR,

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A MEETING of the Executive of the National Union of Elementary Teachers of England was held in London, Nov. 5. We only want to say that in that benighted country the teachers pay out of their own pockets about \$800 per year to keep up an organization. In this country where "knowledge reaches or may reach any home"—they don't pay anything and cannot be made to. Whatever organizations there are have a sorry time. In Massachusetts the State helps the State Association to pay its expenses. How much these teachers think of their business!

THE Board of Estimate want to cut down the money actually needed by the Board of Education in this city from \$3,836,924 to \$3,500,000. It is hard for the ordinary business man to realize that education must cost a large sum if it is to be properly done. Four millions is not too large a proportion of the thirty millions we raise in this city; the truth is, it is not enough. Visit the primary schools; the classes are twice as large as they should be. Enlarge educational facilities; cut down on the grog shops.

THE position of the teacher when outside of the school-room depends on his attention to social duties and demands. Some teachers strive to render themselves valuable members of society, and society appreciates them. Others sit down moodily in a boarding house, make no acquaintances, have nothing to contribute to the demands made by the social circle upon them and wonder the teacher has no position in society. Let every teacher determine to have a position. If you want to ride in the car you must "pay your fare;" there are no dead-heads in society,—one pays in one thing and another in something quite different—but all pay. What are you paying for a position?

WE give on another page the list of County School Commissioners elected in November last. An examination of it will show this to have been an "off year" for School Commissioners in New York State. It is with unfeigned regret that we learn that so many of our earnest and able Commissioners will, after the close of the month, no longer be found watching over the interests of the schools. But it would be unjust to suppose that their successors must lack in ability and earnestness. We recognize some who have held office before, some very excellent teachers, and some very well-known citizens. To those whom the vote of the people bids to retire, we bid adieu with regret. To those whom the same vote has elevated to an honorable and useful position, we tender a hearty welcome. They will find a field of responsible work before them; we shall advise and

counsel them to the best of our ability. It is but just to them to hope that every step is a forward one; that their election means a greater degree of skill and a higher degree of scholarship in those that teach.

MR. McMILLAN of Utica, read his annual report to the School Board, and in it suggests some good things. (1.) That those who are to teach require natural endowments and mental training. (Why did he not add professional training?) (2.) That good primary teachers are rare, and should be encouraged by proper pay to remain in the school-room. (3.) That inexperienced teachers should not be paid as much as the skillful. We have cited these things, not because they are new, but that we may ask our readers, how much attention the Utica School Board will pay to those suggestions. They were duly referred to a committee, and will be put in a pigeon hole, and there will dust accumulate on them, as it has on excellent suggestions made in past years. The School Board, you see, has the power, and it will appoint just as many inexperienced persons this year as last. They "have friends to reward," and will not stop to see that they have natural endowments, or even much mental training. Utica is just as good and no better than most of the cities of the great Empire State, and a pretty close inspection of two of its primary schools shows that the Board hears but does not act on the advice of the Superintendent. We could have good schools, if this were not true. The best efforts of the best superintendents are thwarted by a School Board that has a certain number of young persons to find places for. All over this land it is the same. The schools furnish places and the School Board fills them. Don't we know? Have we not been on a School Board?

### THE TEACHER'S AIMS.

And for the teacher and for all his assistants, the one thing needful, is a high aim, and a strong faith in the infinite possibilities which lie hidden in the nature of a young child. One hears much rhetoric and nonsense on this subject.

The schoolmaster is often addressed by enthusiasts as if he were more important to the body politic than soldier and statesman, poet and student all put together; and a modest man rebels, and rightly rebels, against this exaggeration, and is fain to take refuge in a mean view of his office. But after all, we must never forget that those who magnify your office in ever so bad taste, are substantially right. And it is only an elevated ideal of your profession which will ever enable you to contend against its inevitable discouragements—the weary repetitions, the dullness of some, the willfulness of others, the low aims of many parents, the exactions of governors and of public bodies, the ungenerous criticism, the false standards of estimation which may be applied to our work. What is to sustain you in these circumstances, in places remote from friends, or in the midst of uncongenial surroundings? Nothing, ex-



cept the faith which removes mountains, the strong conviction that your work after all, if honestly and skilfully done, is some of the most fruitful and precious work in the world.—J. G. FITCH's Lectures.

The good teacher is like the great Nature around us, that

"Is full of wisdom high  
If we would but mark her plan;  
Ocean, mountain, forest and sky  
Are talking forever to man."

In this, that he is constantly renewing himself. But few have the hardihood to go to work on themselves and increase the teacher's power and skill, for it is much easier to hear a recitation than to teach. One is a mechanical thing, the other quite sublime.

It requires nerve and resolution to determine to go to the bottom and understand what is teaching. It requires genuine pluck to settle down over the subject one is teaching and know it, instead of wearily handling a text-book and making a recitation post of one's self.

Teachers are good, mechanical or bad. The good teacher by means of the truth he is arranging in the mind of the pupils will render them strong and even mighty thinkers. These are students themselves. They "behold the lilies of the field how the grow;" they look among the pebbles on the "rivulet's brim;" they search and watch the insects; they watch the stars. The world to them is a wonderful mystery filled with beautiful and matchless things. This is not fine writing, nor is it an utterance simply for effect.

It is a fact that one mind can so affect another mind that it becomes quite another thing afterward. Those who can so influence us are precious to us. Possessed in high degrees such men mold society at large. The teacher, the good teacher, uses the school studies just as a sculptor employs his tools on the soft clay. A good many teachers will say they cannot ever attain to this. Whether they can or not we cannot of course say. That they ought to they will concede, and we hope will strive towards this worthy object by daily efforts.

The mechanical teachers are common enough. They are on all sides; they possess not a spark of originality and consider not the problem of themselves at all—they are looking at the pupils all the time. Hence they only ask the scholar to learn a lesson and recite it. They have secured a certificate or license and are now, as they think, on the top shelf. There is no more for them to learn. Hence the work of to-day is the same as that of yesterday. Not only do they do nothing to increase themselves intellectually but they leave themselves morally and esthetically alone also. If they would only "Go Forward!"

The bad teacher may be defined as the bottom course of the above. He makes his pupils not only hate him, but the school-room. He may not be bad morally, but his being is totally at war with the school-room work, and the young growing begins there. He never had any "call" to teach, it is plain. He follows it because it has a salary attached to it. Hence, we conclude (1) that the teacher should steadily improve himself, and do it systematically, as he undertakes to do it in behalf of others; and (2) that he should grow skillful in doing his work and not be as clumsy and inexperienced as he was when he began.

For the SCHOOL JOURNAL.

#### WHAT THE PUPIL SHOULD KNOW.

The teacher should have a pretty clear view of what a child should learn and what he should be, at all his various stages. A child of ten years of age should be of a certain stature, and have a certain amount of strength; so at the same age he should know certain things and be able to employ his mental powers to a certain extent. He may have these separately. That is, he may have the knowledge without strength of thought; or he may have power to judge and decide, with but little knowledge.

A child of decent mental powers ought to be able, at fourteen or fifteen years of age,

1. To read well and spell the words he uses.
2. To write a neat and legible hand.
3. To know considerable geography and considerable of the history of the world and its eminent men, especially of his own country.
4. To speak correct English and to write readily a well-expressed letter of business or friendship, and to have laid up in his mind some good literature, and to know about the great writers.
5. To solve accurately plain business problems involving the four rules, common and decimal fractions, and simple interest.
6. To draw simple objects.
7. To know how to care for his body, and keep it in health; especially the need of ventilation and cleanliness should be fixed in his mind.
8. He ought to know clearly the great principles to be followed to render people happy, honorable and useful.
9. He ought to have a stock of accurate general information, and to be interested in newspapers.

The teacher in a graded school will probably think the next teacher beyond him should do all of these things. The teacher in the ungraded school will declare he has no time to do all this. No one will feel that the above is too much for a youth to know: no one will say that to accomplish this the pupil must be pressed with study until he is nearly insane.

The main difficulty is to fix the exact office of the school. What is the school for? The prevalent idea is that it is to teach certain branches of knowledge. The examining officer inquires to see if the pupil knows the multiplication-table and holds lightly any attainments in general knowledge. The teacher feels that his whole time must be given to force in those truths which the examining officer will probe for; he wishes his school to rank well. An advance must then be made by the examining officers. Less arithmetic and less grammar, less formal geography, more attention to common things. It was a rule observed in the district schools that a boy should stay in them until he could do all the sums in the arithmetic and spell all the words in the spelling-book. The public is no better educated now than then, yet it demands more from the teacher than it did then. The teaching of to-day must be broad and generous. (Of course this means the primary schools; the high schools can afford to be exact.) Hence, all who examine teachers must see that they possess larger qualifications than are usually possessed; that is, the teachers must possess qualifications impart the above attainments in order to obtain a license to teach.

#### W. D. HENKLE.

(In the Salem (O.) *Republican* we find an appropriate notice of the death of this excellent educator:)

William Downs Henkle was born at Springfield, O., Oct. 8th, A.D. 1823. His father, Rev. Lemuel Henkle was a minister of the Methodist Protestant church; at six years of age he and his sisters were left with a widowed mother, who removed with them to Springfield, where she struggled hard to overcome the difficulties of poverty, and to educate her children. Until eleven he attended the common schools; like many of most cultured and able and useful of our public men, he had to work hard for what he attained. He shoveled sand, drove teams, etc., to get money to buy books; he entered the

public high school, and made rapid progress. When sixteen he taught a district school. He rose before day and walked several miles to recite French and German, before beginning the day's work. About this time he also prosecuted his studies in Wittenburg college. In 1847 the family settled in Urbana, where he first taught a subscription school of seventy scholars, and for a short time turned his attention to medicine, but in 1848 he became principal in the Urbana academy. Here he attended his first teachers' institute, and lectured on English grammar. In 1849 he caused the adoption at Urbana of the new union school law, and became principal of their high school. In 1850 he was for six months teacher of mathematics in Greenfield seminary; then in Mechanicsburg he became associated there as teacher in the seminary with Mr. Robert Wilson of Belfast college, Ireland, a man whose sound learning, experience and enthusiasm did much to cause Mr. Henkle to labor for a more mature, thorough and practical education. In 1853, having succeeded in organizing a union school at Mechanicsburg, he remained as principal for a year. At the close of the year he became head of classical instruction Greenmount seminary, near Richmond, Ind., remaining there, associated with Mr. Stevens, until 1857, when he became principal of the public schools of New Richmond. A decision adverse to the constitutionality of the Indiana union school law, however, vacated his place, and he engaged in editing and publishing the *Indiana School Journal*. In June, 1859, he became professor of mathematics in the normal school at Lebanon, O. The next two years he had charge of the Lebanon public school. He was invited to Salem in 1863, and became superintendent of the schools in 1864, a position which he filled with a quiet industry, ability and success so marked that all criticism has long since been silenced. In the year 1869, Governor R. B. Hayes appointed Mr. Henkle to fill the unexpired term as State commissioner of schools, a position which he held for nearly two years.

In 1875, Mr. Henkle retired from the work of the school-room, but continued his active connection with education, having become proprietor and editor of the *Ohio Educational Monthly*, which he combined with his previous publication called *Notes and Queries*. In reference to these works, it can only be said that his conduct of them has been successful, and has attracted much attention as well as important work to his office. The wide acquaintance of Mr. Henkle with the educators of the land, his full and critical learning, his enthusiasm in the work, his visits to and lectures at teachers' conventions, all brought him into marked prominence, and in consequence he had a very extensive correspondence with teachers and scholars on a great variety of questions, and he was always generous and yet modest in aiding others from his great storehouse of learning. His library, which was started with a few cherished volumes in a candle-box, (being at present preserved) had, by his untiring perseverance, at the time of his death, attained the mammoth proportions of over 4,000 volumes, the last catalogued number of which was 4,456, and to classify which was to him to know all points of practical importance bearing on the great variety of subjects with which he was wont to deal. It is impossible to estimate at its full value the life-work of such a man.

Mr. Henkle's character was pure and manly; few men have had a nobler self-control. He was genial and witty, and free from egotism as well as the blemishes of ambition. His life, his attainments, his successes, his wide, noble name in the ranks of one of the most honorable professions, is a lesson to young men; that poverty and early disadvantages are no hindrance to the success of the industrious, the patient and the brave. But honor and success can only be attained by thorough and long-sustained labor. "University Algebra," "Elementary Algebra," and "Test Speller" are the only works of his that have been published.

There are forty-one training colleges or normal schools in England and Wales; seventeen for male students twenty-three for female students and one for both sexes



## ENGLAND.

## EXAMINATIONS OF SCHOOLS.

A number of Inspectors are appointed by the government and they examine the schools according to the following schedule. A school is regarded as made up of two divisions—the Primary includes the Standards from 1 to 4; the Advanced, Standards 5 to 7. The studies are (1) Elementary and (2) Class Subjects; two class subjects may be taken in addition to the elementary studies. Besides these studies the girls learn needle-work.

## STANDARDS OF EXAMINATION IN ELEMENTARY SUBJECTS

Article 28.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.
Reading . . . . .	To read a short paragraph from a book not confined to words of one syllable.	To read a short paragraph from an elementary reading book.	To read a passage from an advanced reading book, or from stories from English history.	To read a few lines of poetry or prose from a reading book, or History of England used in the school.	To read a passage from some standard author, or from a History of England.	To read a passage from one of Shakespeare's historical plays, or from a History of England.	To read a passage from Shakespeare or Milton, or from a History of England.
Writing . . . . .	Copy in manuscript characters a line of print, an write from dictation ten easy words, commencing with capital letters. Copy books (large hand) to be shown.	A passage of not more than three lines, from the same book, slowly read once, and then dictated word by word. Copy books (large and half text hand) to be shown.	Six lines from one of the reading books of the Standard, slowly read once and then dictated. Copy books (capitals and figures, large and small hand) to be shown.	Eight lines of poetry or prose, slowly read once and then dictated. Copy books to be shown.	Writing from memory the substance of a short story read out twice; spelling, handwriting, and correct expression to be considered. Copy books to be shown. (N. B.—An exercise in dictation may at the discretion of the Inspector be substituted for composition.)	A short theme or letter on an easy subject; spelling, handwriting, and composition to be considered. Copy books and exercise books to be shown.	A theme or letter. Composition, spelling, and handwriting to be considered. Note books and exercise books to be shown.
Arithmetic . . . . .	Notation and numeration up to 1,000. Simple addition and subtraction of numbers of not more than three figures. In addition not more than five lines to be given. The multiplication table to 6 times 12.	Notation and numeration up to 100,000. The four simple rules to short division. The multiplication table and the pence table to £1.	The former rules, with long division. Addition and subtraction of money.	Compound rules (money) and reduction of common weights and measures.	Practice, bills of parcels, and rule of three by the method of unity. Addition and subtraction of proper fractions, with denominators not exceeding 20.	Fractions, vulgar and decimal; proportion & interest.	Averages, percentages, discount, and stocks.

## CLASS SUBJECTS.

I. English . . . . .	To learn by heart 20 lines of simple verse, and to know their meaning.	To learn by heart 40 lines of poetry, and to know their meaning. To point out nouns and verbs.	To recite with intelligence and expression 6 lines of poetry. To point out nouns, verbs, adjectives, adverbs and personal pronouns, and to form simple sentences containing them.	To recite 80 lines of poetry, and to explain the words and allusions. To parse simple sentences, and to illustrate the use of each of the parts of speech.	To recite 100 lines from some standard poet, and to explain the words and allusions. To parse and analyse simple sentences, and to know the method of forming English nouns, adjectives, and verbs from each other.	To recite 150 lines from Shakespeare or Milton, and to explain the words and allusions. To parse and analyse complex sentences, and to know the meaning and use of Latin prefixes in the formation of English words.	To recite 200 lines from Shakespeare or Milton, and to explain the words and allusions. To analyse sentences, and to know prefixes and terminations generally.
II. Geography . . . . .	The meaning and use of a map. A plan of the school and playground. The four cardinal points.	The size and shape of the world. Geographical terms simply explained, and illustrated by reference to the map of England. Physical geography of hills and rivers.	Physical and political geography of England, with special knowledge of the district in which the school is situated.	Physical and political geography of the British Isles, British North America, and Australasia, with knowledge of their productions.	Geography of Europe, physical and political, latitude and longitude. Day and night. The seasons. [In Standards V., VI., and VII., maps and diagrams may be required to illustrate the answers given.]	Geography of the world generally. Interchange of productions. Circumstances which determine climate.	The ocean. Currents and tides. General arrangement of the planetary system. The phases of the moon.
III. Elementary science. A course of simple lessons on . . . . .	Animals and common objects.	The colors and shape of familiar objects; the use of common substances employed in the arts and manufactures; and the habits of domestic animals.	Animal and plants, or some simple machines, or the properties of air and water.	General comparison of the chief classes of quadrupeds, or the processes employed in one of the chief industries in England (of which agriculture may be reckoned for this purpose as one), or light and heat.	General comparison of the chief divisions of the animal kingdom, or the processes employed in two of the chief industries of England (of which agriculture may be reckoned for this purpose as one), or gravitation, weight, and specific gravities.	Distribution of plants and animals, or the common pump, barometer and thermometer, pulleys and levers, or the laws of motion.	The races of mankind, or the construction of the steam engine, and its application to agriculture or manufactures, or some of the ordinary chemical combinations of frequent occurrence in nature.

## THE SCHOOL-ROOM.

## THE PRIMARY CLASS.

## QUESTIONS.

What are the uses of water? What are newspapers for?  
Where does the rain come from, and where does it go?  
What are some of the things you can do with snow?  
What would you probably see in farm-yard?  
How many toes has a hen on one foot?  
Why cannot a hen swim as well as a duck or swan?  
What can you tell me about the clock?  
What numbers could you write with the figures 1, 3 and 5?  
How should children always treat old persons?  
Name some articles made of iron? Of wood? Of tin?  
Tell me all you know about hay? Corn? Flour?  
What things are made in this town?  
What cities have you visited?  
What is an apothecary shop?  
Of what are baskets made? Boxes? Bags?  
Name some articles of food? Of dress?  
What did you see on your way to school?  
What are domestic animals? Name some of them?  
Where and how is coal obtained? Wood? Oil?  
In asking a question do you always keep the voice up?  
Where does tea come from? Sugar? Rice? Raisins?  
What is the difference between a village and a city?  
Give a sentence containing the word "watch."

What season of the year is it? Month? Day?  
Time of day?  
What do people use for fuel? For light?  
Name the different modes of travelling?  
What kind of vegetables do you know about?  
What do people do with eggs? With milk?  
Where do the different kinds of fruit we eat grow?  
Do cloth and flannel grow? Do raisins?  
What kind of birds can we see?  
Name the different animals that you have seen?  
How are ships useful to us?

## FOR MEMORIZING.

## I CAN'T.

"I Can't" is a sluggard too lazy to work;  
From duty he shrinks, every task he will shirk;  
No bread on his board, no meal in his bag;  
His house is a ruin, his coat is a rag.

## I CAN.

"I Can" is a worker; he tills the broad fields,  
And digs from the earth all the wealth that it yields;  
The hum of his spindles begins with the light,  
And the fires of his forges are blazing all night.

—WM. ALLEN BUTLER.

## NOBLE AIMS.

The boy who never takes the pains  
To seek the prize that labor gains,  
Until the time is past,—  
Who never studies with a will,  
And ever fears to climb the hill,—  
Will die a dunce at last.

I would not waste my spring of youth  
In idle dalliance. I would plant rich seeds  
To bloom in my manhood, and bear fruit  
When I am old.

—JAMES A. HILLHOUSE.

## DOING NOTHING.

Worthless, wicked boys I've seen  
Doing nothing;  
And they grew up worthless men  
Doing nothing;  
Life to them a failure proved,  
As they spent it, all unloved,

## BEING NOTHING.

There's nothing great, there's nothing wise,  
Which idle hands and minds supply;  
Those who all thought and toil despise  
Mere nothings live, and nothings die.

## THE FORCE OF EXAMPLE.

Example sheds a genial ray  
Of light, that men are apt to borrow;  
So, first, improve *yourself* to day,  
And then improve *your friends* to-morrow.

## BE GOOD AND DO GOOD.

Be good, sweet maid, and let who will be clever;  
Do noble things, not dream, all day long;  
And so make life, death, and that vast forever  
One grand, sweet song. —KINGSLEY.

## KINDNESS AND TRUTH.

True worth is in being, not seeming,—  
In doing, each day that goes by,  
Some little good,—not in dreaming  
Of great things to do by and by.  
For whatever men say in their blindness,  
And spite of the fancies of youth,  
There's nothing so kingly as Kindness,  
And nothing so royal as Truth.

—ALICE CARY

## SPEAK NO ILL.

Nay, speak no ill, but lenient be  
To others' failings as your own;  
If you're the first a fault to see,  
Be not the first to make it known;



For life is but a passing day;  
No lip may tell how brief its span;  
Then, oh! the little time we stay,  
Let's speak of all the best we can.

#### THE QUEEN OF THE ROSES.

"Which is the queen of the roses?  
Gardener, can you tell?"  
"Oh, the queen of the roses," said he,  
"Is my own little grandchild, Nell.  
But the Rose is the queen of the flowers,  
As every one can tell,  
And she is the queen of the roses,  
My own granddaughter Nell."

#### GEMS OF WORTH.

There is many a gem in the path of life,  
Which we pass in our idle pleasure,  
That is richer far than the jewelled crown,  
Or the miser's hoarded treasure.  
It may be the love of a little child,  
Or a mother's prayers to Heaven;  
Or only a beggar's grateful thanks  
For a cup of water given.

For the SCHOOL JOURNAL.

#### PRACTICAL SUGGESTIONS.

1. In an ungraded school four grades can only be taught with profit; and these must unite in some of the exercises. The fewer the classes the better. Some classes will require but little time, spelling, for example. Suppose your classes are A. (ages 6 to 8;) B. (ages 8 to 10;) C. (ages 11 to 13;) D. (ages 14 to 16.)—"D" can spell each day by writing words pronounced by one of your pupils; the same with "C." These papers can be taken up and examined by a pupil and the number of errors marked. Then pass them to another, to check the first.

2. "The tables" can be drilled over by the whole school in concert; explanation of examples in the four rules should be given to the whole school; so the capitals of the state, chief towns, chief rivers, names of countries, mountains, seas, bays, oceans.

3. Have some of your older pupils constantly in training as helpers; if necessary hang up a curtain to separate the class you may give to a helper. The examples, maps, drawings, etc., done by the "A" class should be examined by your assistants. Make much of your assistants.

4. Set apart some time each week for the "Scholars' Hour." Let them come dressed better if they choose; let them manage the exercises. Have dialogues, singing, and live things. An hour is long enough. Don't have long speeches by outsiders. Tell them or read them stories.

4. Give your school much general information. Ask them how bread is made, etc.; give experiments; tell them about the wonderful things there are in the world; tell them about the great men in history.

5. Talk about the occupations of men, show the need and value of labor; draw the pupils to see the need of preparation for life and thus comprehend what you are doing. Try and show the demand for skilled labor; that education and success go hand in hand.

6. Teach politeness and civility. Do not allow a boy to come into your school as he would go into a store or saloon. He must feel that you are to be saluted first of all; that you are of consequence. If a boy or girl does not know how to behave, it is because he never learned how at school. It is well to think of this. A bow, a smile costs but little; but they make the difference between good manners and poor manners. Teach good manners of entering a house by having a pupil go out, knock at the door and be received by you. Make the school-room the center of enlightenment and civility for your district.

7. Use common sense in your dealing with the parents. The trustees are your superiors before the law; therefore advise with them; don't try to drive them or to oppose them. Many a good teacher has failed, because he wanted to manage the trustees as he did the pupils. An able young man would not pass water around for drinking purposes according to immemorial custom; the trustees advised him to as there was complaint made. But he would not yield and was obliged to leave. That man wanted common sense.

For the SCHOOL JOURNAL.

#### A GENERAL LESSON.

(This was given to a class of training school children by a training school teacher, before a class of pupil teachers from the Normal College.)

Teacher.—You all know what this (pointing to globe) represents. This part (pointing) represents what? "Ocean." And this part (pointing)? "Land." Of which is there more (rolling the globe around), ocean or land? "Ocean." How much more ocean than land? "Three times as much. There are three-fourths water and one-fourth land." On which do we live, land or ocean? "Land." What else lives on the land? "Animals and plants." Of what service are they? "They are of great service; we eat some of them. Plants also give us clothing, and all animal life depends upon plant life." Where does our fuel come from? "From plants." From what other place do we get fuel? "From mines in the earth." Whence comes the useful metal of which stoves are made? "From the mines." Whence come all these useful articles, in one form or another? "From the mineral, animal or vegetable kingdoms." On which division do we find these articles? "Land." Do we get anything from the ocean? What do we get? "Food, shells, and coral." Compare what we obtain from the ocean with what we obtain from the land. Which do you think is of the most use? "Land." Those who think it would be better to have more land, from which we might obtain more of these useful things, instead of having so much that seems to go to waste, raise hands. Those who think it is better to have more water raise hands. We find that in nature nothing is ever wasted, so let us see if we can find any good reason why there should be so much seeming to be so. What flow into the ocean continually? "Rivers." Where do they come from? "From the mountains." How are the rivers formed? "The water of the ocean evaporates and forms clouds. They become heavier than the air, and fall in the form of rain, which sinks into the ground, forming springs and rivers." Where does all the water in the clouds and rivers come from? "From the ocean." Why is it that the rivers flowing continually into the ocean do not make it fuller? "The heat of the sun is constantly taking up part of the water of the ocean in the form of vapor." Since the rivers start from the ocean and flow back to it, and the ocean does not get any fuller, how much water must rise from the ocean, compared with what flows into it? "Just as much must rise as flows in from all the rivers." Is the heat of the sun sufficient to heat the ocean down to the bottom? "No, ma'am." What part becomes most heated? "The surface." From what part of the water, then, does the evaporation take place? "From the surface." Suppose all the water of the ocean, instead of being spread over a large surface, as it now is, could be put into two or three great wells, how would the evaporation then compare with what it is now? "There would be less." What is the reason? "Evaporation depends on the extent of surface. The greater the surface the greater evaporation." Think of how much water flows into the ocean from one river. Now think how much flows into it from all the rivers. What a great deal must rise as vapor to make up for what flows into it all the time! Where do we see water rising sometimes? "In fountains." What other meaning has the word fountain? How many have ever heard a spring or main source called a fountain? What may we call the ocean because it supplies water which rises toward the sky? "A fountain." If we neglect fountains and allow the pipes to be stopped up, what will be the result? "The water will no longer rise." Could that happen to the ocean? "No, ma'am. What word, then, may we apply to the ocean, speaking of it as a fountain? "It is an exhaustless fountain." What does exhaustless mean? "That which cannot be used up." What other word might we apply? "Inexhaustible." Spell it (writes it on board). What does the first part of the word mean? "Not." The last part? "That which may be." What does the whole word mean? "That which cannot be used up." Then

what may we say about the ocean because the supply never gives out? "The ocean is an inexhaustible fountain." (This statement was written on the board.) What does this fountain supply? "It supplies all the water of the earth." (Written on the board.) Where did we say the clouds and rivers came from? When we speak of a place where a person is born what do we call it? "A birth-place." What may we say is the birth-place of the clouds and rivers? "The ocean is the birth-place of the clouds and rivers." (Written on the board.) I believe it to be true that there never was a drop of water on the face of the earth which is not there to-day, in some form—in the clouds, rivers, sap of trees, juices of fruit, etc. What is necessary for the life of plants? "Water." Where does that water come from? "The ocean." Do you think now that the ocean is of much use? Who have heard of invalids being ordered to take a sea voyage, or go to the seashore? What had these invalids lost? "Their strength, their health. What would they go to the seashore for? "To regain their health." What distinguished man was recently ordered to the seashore for the benefit of his health? "President Garfield." What did they expect to benefit him? "The salt air of the sea." Compare inland air with coast air. What difference is there? "The inland air is not as healthy as coast air." Does the air remain stationary? "It always moves." What does it take up as it goes through the cities? "Dust and foul gases." When it passes over the ocean what becomes of these impurities? "They pass out." Thus, besides being the source of all the water supply and all life, the ocean is also a source of what? "The ocean is a source of health." (Written on board.) What does the ocean do for the air when it passes over it? "It purifies the air." (Written on board.) When the rain comes down in the country, through the pure air, not falling on smoky roofs, in what condition do we find it? "Pure." After the water has been used for cooking and washing, and other purposes, in what state is it? "It becomes impure." What becomes of this impurity of the water? "It flows back to the ocean and is purified." If we could not get rid of this impure water what would be the result? "There would be a great deal of sickness." In what other way, then, is the ocean a benefit to the health besides purifying the air? "It purifies the water." Suppose a pool of water remain standing for a long time, in what condition will it soon be? "It would become stagnant." "Would a swampy place be healthy to live near? "Very unhealthy." What must be done to marshy land before it becomes healthy? "The water must be drained off." What will receive it? "The ocean." How does the ocean benefit our health? "It receives all the drainage water from the land." (Written on board.) Why does the ocean, receiving all these impurities, not become stagnant? "Because the water is always moving." What other reason is there? "The salt in the ocean preserves its purity." Of what other uses is the ocean. "Ships sail over it; it enables us to engage in commerce." Which is the cheaper, railroads or the ocean? "Ocean." Why? "Railroads must be built on purchased land; the ocean is ready and free." How many, now, think it would be difficult to get on without our vast ocean? Raise hands. (The teacher now called upon individual pupils to read the statements on the board.) What do we mean by saying "the ocean is a fountain?" "It is the source of all the water on the earth." What kind of a fountain is it? "Inexhaustible." Why? "Because it cannot be used up." What have their source in the ocean? "Clouds and rivers." In what way is the ocean a source of health? "It purifies the air and water." (Statements on board erased.) The children now told in their own language what was written on the board, and the wisdom of the proportion of land and water surface was impressed upon their minds. The teacher then read the following poem, as a fitting conclusion to the lesson:

#### BEAUTIFUL THINGS.

"What millions of beautiful things there must be  
In this mighty world—who could reckon them  
all?



The tossing, the foaming, the wide-flowing sea,  
And thousands of rivers that into it fall.

"Oh! there are the mountains, half covered with snow,

And tall and dark trees, like a girdle of green,  
And waters that wind in the valleys below,  
Or roar in the caverns too deep to be seen.

"Vast caves in the earth, full of wonderful things;  
The bones of strange animals, jewels, and spars;  
Or, far up in Iceland, the hot boiling springs,  
Like fountains of feathers, or showers of stars.

"Oh! yes, they are glorious, all, to behold,  
And pleasant to read of, and curious to know;  
And something of God and His wisdom, we're told,  
Whatever we look at, wherever we go."

(The class was dismissed, and a general discussion took place among the students. They noted the value of oral lessons, giving the children, as they do, a fund of general information, increasing their command of language, and exercising their reasoning faculties. Attention was drawn to the duty of compelling children to give accurate and complete answers to all questions. This is a point upon which all the Training School teachers dwell, but from lack of space, we have been obliged to condense many answers. The students were advised to profit by the example of the teacher, by learning to give orders in a quiet tone of voice, as such a tone will insure prompt obedience when shouting will fail.)

For the SCHOOL JOURNAL.

#### LESSONS IN NUMBERS.

By Miss A. W. S.

Mine is a primary class of about thirty-eight young pupils, and they knew but little about numbers; in fact, but one or two could read. These were the first lessons given after counting, etc. I taught by means of sticks, saying "one stick," "two sticks," etc. Then each pupil had a box of sticks, and he counted them singly at first, and then in concert with the rest. I taught them to write figures by saying "1 stick," and have a pupil at the blackboard write "1," and all the others write the same on their slates. Then I took up two sticks, having them look at me and the pupil at the board write "2," and all the rest the same on their slates. So, 3, 4, 5, 6, 7, 8, 9, etc. were written until they became perfectly familiar with the relation of the character to the number. It was done over and over. I gave them straws (because they were plentier than sticks), and they counted to ten; then I took away one straw at a time, saying: 10 straws, 9 straws, etc., etc. Then we went up to 20; then to 30, and so up to 100, by slow degrees. I did not have them go backward, except from 10 down. They could count quite rapidly from one up to one hundred.

Then I let them tie up the straws into bundles of 10 each, telling them to put up things "by tens" was quite common. Each pupil had ten bundles and a box of straws besides. I said, "I have here 1 bundle and 1 straw. I write on the board this, 11; the left-hand 1 means one ten." This I made plain by calling attention to its being "at the left" of the other 1—"it was a different 1" from the other. I piled up my bundles on the table, with the ends towards the pupils. I had a pen box in which I made nine holes. I put down 1 bundle by the box, and put in the holes 2 straws, and asked the pupil to write the figures on the board: 1 bundle and 2 straws = 12; 1 bundle and 3 straws = 13; 1 bundle and 5 straws = 15, etc. Then I repeated it over and over. Then I reversed the operation. I wrote 15 on the board, and then asked them to lay out the straws the 15 represented, and so on.

Then by slow stages I went on to lay out two bundles and three straws. They caught the idea, and so we went on happily and brightly. Every number up to one hundred was written and represented. I will confess that although I had taught children for six years I never had so much pleasure before in writing numbers, never; it was perpetual pleasure.

Then I wrote seven on the board, and they took up 7 straws; then I wrote 6, and they took up 6 straws. How many in all? They said, "13." But I want them in 10's when it is possible, I said. So

they took a bundle in one hand and three sticks in the other. So we went into addition. Thus we took up 14+17, etc., etc.; 36+42; 37+45, etc. Take this last case. They laid out 3 bundles and 8 straws, and then 4 bundles and 5 straws. How many have you? "7 bundles and 13 straws." But I want them in 10's. They said then, "8 bundles and 3 straws."

Then we took up subtraction. I gave them 1 bundle and 4 straws, and said take away 1 bundle and 3 straws, etc., etc. They did this with ease. The figures were put on the board in every case. Then I gave them figures, and they did the concrete work. Then I would call on a pupil to give a problem, and I would solve it with bundles and single straws stuck in the box.

Now, I gave this for them to do concretely: John has 24 straws (they laid out 2 bundles and 4 straws on their desks), and he gives me 1 bundle and 8 straws. This puzzled them for a minute, but they soon solved it by untying one of their bundles. Then I gave more, until the plan was firmly fixed. Then I wrote on the board

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A pupil said, "I take one of the two 10's and untie it, and so have fourteen; taking my 8 leaves 6. What must I put under the line? "6," was the answer. Then I gave them other concrete examples, and had them represented on the board.

I feel that my class have clear ideas as far as they have gone. It dispenses with "borrowing." I say "I have not enough straws, so I take one of the bundles and open it—remember there is one less bundle." The only objection I see is that it takes time.

For the SCHOOL JOURNAL.

#### LESSONS IN GEOMETRY. NO. II.

50. Divide a segment into two equal parts. (Use a compass; make a chord; measure on the chord.)

51. Divide an angle into two equal parts. (From the vertex draw a curve; then as above.)

52. Make an isosceles triangle, each side 3 inches. (Lay off base 3 inches; from each end describe a circle with radius of 3 inches; connect point of intersection and ends of base.)

53. Make an isosceles triangle, each side 4 inches.

54. Make a scalene triangle. Have the sides 3, 4, and 5 inches respectively. (A scalene triangle is one which has its sides of different lengths. Draw base of 5 inches; with compass describe circle of 3 inches from one end, and one of 4 inches from the other end; connect point of intersection and ends of base.)

55. Make a scalene triangle with sides 4, 5, and 6 inches.

56. Make a right-angled triangle. (Lay off a base say 6 inches; mark the middle point, from each end describe an arc; connect point of intersection and middle point.)

57. Make an acute-angled triangle. (All of the angles are less than a right angle.)

58. Make an obtuse-angled triangle. (One of the angles is greater than a right angle. Mark each angle with a letter.)

59. Draw two parallel lines. (Parallel lines are the same distance apart. Draw a line AB, and draw a line at right angles to it [see 56], then select another point and draw another line at right angles to AB [see 56]; now measure off on these two lines the same distance, say 3 inches from AB, and connect them with line CD. Then CD, is parallel with AB.)

60. Draw two parallel lines, distant 2 inches apart.

61. Draw two parallel lines, distant 2 1-2 inches apart.

#### REVIEW.

62. Show me three plane surfaces.

63. Show that the surfaces are plane surfaces.

64. Point out three angles.

65. Point out three dihedral angles.

66. Point out three solid angles.

67. Make a circle four inches in diameter with compass.

68. Make a semicircle.

69. Make four quadrants (see 56).

70. Halve a semicircle (see 56).

71. Draw four diameters through the centre.

72. How many radii are there?

73. Draw a circle and make four sections in it.

74. Draw a right-angled sector (see 56).

75. Draw an obtuse-angled sector.

76. Draw an acute-angled sector.

77. Draw an isosceles triangle, each side 2 1-2 inches.

78. Draw a right-angled triangle, base 3 inches.

79. Draw a right-angled triangle, the upright side to be 5 inches.

80. Make an acute-angled triangle, base to be 4 inches.

#### MORAL TRAINING.

(From advance sheets of a new volume by Prof. Norman A. Calkins, Asst. Supt. of Schools, N. Y. City; published by Harper Brothers.)

*First.—From thirty to fifty active observers are receiving impressions from your manner of moving, from your tones of voice, from the disposition and temper which you exhibit before them, from your kindness or the want of it, from your earnestness of purpose, from your justice and firmness, from your efforts to make the school-room pleasant. These impressions, according to their nature, will help or hinder your work of moral instruction and discipline.*

*Second.—Cheerfulness of disposition, pleasant tones, words of encouragement, kindly spoken and properly bestowed, evenness of manner, and uniform justness, will inspire the confidence of your pupils, and such a degree of respect as will remove the chief burden in governing your class.*

*Third.—Study carefully the disposition, taste, and habits of your pupils. Find out what most readily interests them, and what they like to do. Awaken in them a desire to do something to please some one else, and from this lead them to do things to please you. When you find that a boy can do one thing well, you have a key to his character, and an indication as to its proper management. What a boy does out of the pure impulse of his own nature, he does better than when he acts under any other motive.*

*Fourth.—Remember that activity is a law of childhood. Your success as a teacher will depend much upon the manner in which you guide that activity. Shape your methods of teaching so that your pupils shall have opportunity to be active in body as well as in mind. They take the deepest interest in those exercises which afford activity for their limbs.*

Remember that if you do not furnish occupation for your pupils, and make the lesson interesting to them, they will soon learn to find such occupation as pleases themselves, and become so eager in seeking it as to pay but little heed to your efforts for preventing them from acting in accordance with their bad choice.

The best order does not consist in maintaining any fixed position, nor in absolute quietness, but rather in that interested attention to the lessons which so occupies the minds of the pupils as to leave no inclination for disorder.

*Fifth.—To praise a child for meritorious conduct is as much the duty of a teacher as to reprove for faults. Praise, whenever you can do so judiciously. Censure sparingly. Seldom find fault. Do not scold. Never threaten.*

Believing that a boy has some good in him, and letting him know that you believe it, is one of the best means of putting it there. Such treatment will develop self-respect in children.

*Sixth.—Encourage your pupils by showing interest in their progress, and your kindness of manner. Let them feel sorrow at displeasing you, but not fear at seeing you. The following incidents will illustrate this point:*

One day a poor boy, about eight years of age, was admitted into a school. His chief characteristic appeared to be a stolid indifference to everything. He seldom smiled, scarcely ever laughed, and no other emotion changed his face. His teacher regarded him as a case of hopeless stupidity, yet did not tell the boy so. In the play-ground there was a circular swing. One day the teacher saw



this boy take hold of a rope with one hand only, and swing himself around with body nearly as straight as an arrow. There must be nerve and will-power in that boy, thought the teacher, who praised his swinging, and noticed the first real ray of light in his eyes. From that day the teacher had hope for the boy, and the boy had regard for his teacher, and tried to do things to please him. He began to learn, and soon made such improvement that he seemed as one just awakening to a new life.

In another school a teacher noticed that one of her pupils, who had never taken much interest in her studies, and who made little progress in learning, could sing quite well. She asked the little girl to sing the exercise alone. She sung it well, and was commended for it. Then the other pupils were asked to try to sing it as well as Jane did. Afterward Jane was called to sing other exercises alone, and made rapid improvement in singing.

Her teacher after a few weeks noticed that Jane was also taking more interest in other lessons; that she was making much improvement; and commended her for it. One day, after commending Jane for advancement in her studies, the teacher asked what made her take so much more interest in her lessons than she formerly did. Her answer, "I feel more encouraged than I did," points to *encouragement* as one of the means of success in your work as a teacher.

*Seventh.—Treat your pupils with kindness in the correction of their faults, and thus gain their confidence and respect. Let them feel that you sympathize with them in those unfortunate deeds which result from accidents, without any wrong intention. The case of the boy who broke a pane of glass accidentally will suggest a temper of mind for dealing with similar incidents.*

During the recess one day, a little boy threw a piece of coal, without thinking of the window toward which he sent it. It struck a pane of glass and broke it. The teacher chanced to see the act. When the boys returned to their seats, the teacher concluded to wait awhile before alluding to the accident. The exercises were resumed as usual. After a while the boy who threw the piece of coal was requested, very kindly, to show the teacher his example in arithmetic. He felt the kindness of the teacher while standing by her, and took courage to say, in a quiet tone of voice, "A boy broke a window." The teacher took him gently by the hand, and he added, "He broke it with a piece of coal; but he did not mean to do it." The teacher said, "I am very sorry," but showed no signs of harshness; and the boy took courage to say, "I broke it; I am very sorry." The teacher kissed the little boy, and commended him for telling her about it, then added words of admonition.

That incident proved more effectual in guarding that the boy against similar carelessness, and was more lasting in its influence toward right actions, than would have been sharp reproof before the class, or any infliction of corporal punishment.

#### SWALLOWING A FLY.

##### A DECLAMATION.

It was a midsummer Sabbath. I had come to the middle of my sermon, when a large fly, taking advantage of my opened mouth, darted into my throat. Now I thought that may have been a blind fly, and not have known where it was going. It may have been a scientific fly. It may have been a reckless fly, or a young fly. Beside, I am not fond of flies prepared in that way. I have, no doubt, often taken them preserved in blackberry jam. But fly in the raw was a diet from which I recoiled. I would have preferred it roasted, or fried, or boiled, and then to have chosen our favorite part, the upper joint, and a little of the breast, if you please, sir. But, no; it was wings, proboscis, feet, and all. I concluded to swallow it. And so I did; giving a warning to flies and men that it is easier to get into trouble than to get out again. I have never mentioned the above circumstances before, feeling it to be a delicate subject.

Follow my example. Your husband is a good man, but he is careless about where he throws his slippers. On the top of one of your best parlor

books he has laid a plug of pig-tail tobacco. For fifteen years you have lectured him about leaving the newspapers on the floor. Do not let such little things interfere with your domestic peace. Better swallow the fly, and have done with it.

It never pays to hunt a fly. Apothecaries advertise insect exterminators; but if in summertime I set a glass to catch flies, for every one I kill there are twelve coroners called to sit on a jury of inquest; and no sooner does one disappear under my fell pursuit, than all its brothers, sisters, nephews, nieces, and second cousins, come out to see what in the world is the matter. Oh man! go on with your life work! If, opening your mouth to say the thing that ought to be said, a fly dart in, swallow it!

The current of your happiness is often choked up by trifles. The want of more pantry room, the need of an additional closet, the smallness of the bread-tray, the defectiveness of the range, the lack of draught in a furnace, a crack in the saucepan, are flies in the throat. Open your mouth, shut your eyes, and gulp down the annoyances.—T. DE WITT TALMAGE.

#### THE HYPOCHONDRIAC.

##### A DIALOGUE.

Characters. { DOCTOR.  
PATIENT.

(The doctor is seated in his office and has spectacles on. The patient comes in with a red handkerchief around his head.) He staggers into a chair and (coughs.)

Doctor. Good morning, Mr. Watkins.

Patient. Good morning, (coughs) doctor.

D. How do you do?

P. I haint so well, but I think I'm some better than I was. I don't think that medicine you gave me did me much good. I had a terrible time with the earache last night; my wife go up and heat up some oil in a spoon over the kerosene lamp and poured it in. Jemiminy! oh! how hot it was; near burnt a hole clean through my head. But it didn't help me much, I didn't get a wink of sleep till near daylight. (Coughs.) For nearly a week, doctor, I've had the worst kind of nervous headache. Oh! I thought my head would bust clean open. I didn't eat nothin' either, but Hannah's hot biscuits. You know Hannah does make good biscuits, light as a cork. Some folks say I eat too many biscuits, but what you eat don't hurt your head, does it doctor? You see your head is way up here and your stomach is two foot away from it.

D. Well sometimes—ahem! It is sometimes the case that the mucous membrane, especially the segmentary follicles—

P. That's just it. (Coughs.) The segmentary follicles pester me awfully. I have a crick in the back of my neck sometimes, so that I can't turn my head without turning the whole of my body. I have consulted most every body and none seem to understand my case, what do you s'pose is the matter? Segmentary follicles?

D. Well, ahem, in that case it may be the muscular tissue.

P. What! the muscular tissue! Then I know I never can get well. (Coughs.) I say, doctor, you know our old white horse, the one I traded the brown mare for? Well, last week I was ploughing and she backed round and round; and the plough handles came over and hit my knee and took the skin off as big as a five cent piece. I went right in and got a piece of patent plaster and put on it. But jemiminy, how it did smart! (Coughs.) So its the muscular tissue and the segmentary follicles that are out of order. Well, the parson said that his aunt had something like that the matter with her, and she had a big plaster put all over her back, but it didn't do her a mite of good. And Bill Pitkins, you know him, he lives down by the creek and drives a gray horse a little lame in the near fore shoulder. Well, Bill says he'll bet I've got the "yellow janders." But I know I haint, coz its the segmentary follicles, aint it doctor? (Exit coughing.)

D. How many fools there are in this world!

ENGLAND.—Direct compulsion is the law for all children between five and thirteen years of age throughout the whole population of England and Wales. There are two kinds of schools—the board schools and the voluntary schools; the former have the best attendance. The attendance should be five millions; it really is about 2,750,000.

#### EDUCATIONAL NOTES

##### NEW YORK CITY.

THE BOARD OF EDUCATION met Dec. 7th.

Resolutions of respect for the memory of Timothy Brennan, late trustee of Sixth Ward, were adopted.

The report of the Committee on Teachers as to the action of the trustees of the Eighteenth Ward in the case of Miss Cavart, also the opinion of Inspector Kimball was referred back. Mr. Wetmore felt the trustees might possibly be right. Mr. Wood said that the committee had been stewing over the matter for three months. As to Miss Cavart's stipulation he did not value that; he understood principals were making teachers sign stipulations to resign when asked to; hence a stop must be made somewhere.

The following trustees were appointed for five years: First Ward, John McIntire; Second, J. J. Deane; Third, R. Richardson; Fourth, F. Wimmer; Fifth, John Ham; Sixth, P. Kraeger; Seventh, John Walsh; Eighth, U. Welch; Ninth, Chas. Wright; Tenth, P. Dennerlein; Eleventh, T. W. Murphy; Twelfth, J. Whalen; Thirteenth, F. Holsten; Fourteenth, John D. Kinner; Fifteenth, J. Britton; Sixteenth, J. Rogers; Seventeenth, P. K. Horgan; Eighteenth, J. D. Lynch; Nineteenth, A. Dowdney; Twentieth, L. Clark; Twenty-first, Hugh Cassidy; Twenty-second, J. R. Cuming; Twenty-third, W. Hogg; Twenty-fourth, F. Polz. For Mr. Hogg, Mr. Devoe moved Mr. Caldwell, but afterward withdrew his name. He declared the mode of naming trustees was abominable. Mr. Dowd said it appeared that the five commissioners named the trustees.

The application of the principals and teachers of G.S. 71 for payment for two days when school was closed in 1880 was denied. (The trustees ordered the closing of a school because the janitor died.) Mr. Donnelly against, Mr. Crawford in favor; so Mr. Wood, saying the teachers were not to blame, the trustees had ordered the schools closed. Mr. Bell said the teachers could sue the trustees. So the application to pay ten days' service in registering evening-school pupils. Miss Thoms was excused, with full pay for three months in 1878.

The Finance Committee presented a resolution protesting against the action of the Board of Estimate in reducing the appropriation for 1882 from \$3,836,935 to \$3,500,000, stating that an enlargement of school accommodations was imperatively demanded; the committee also notify all concerned that the Board of Estimate must bear the blame and responsibility.

##### ELSEWHERE.

HARVARD COLLEGE.—The late John Amory Lowell left \$20,000 for the botanical garden. He also left \$20,000 to be applied to the purchase of books for the library.

INDIANA.—The law requires the school-house door to swing outward, and all of the doors will be changed. This plan has been in use in New York city for twenty-five years, or ever since the Greenwich ave. disaster.

MR. JOHN P. HOWARD of Burlington, Vt., last week gave to the Home for Destitute Children of that city the opera-house, which he built two years ago at a cost of one hundred and twenty-five thousand dollars. During this year he has given nearly 225 thousand dollars to religious, charitable and educational institutions. Such men are ornaments to the world.

DARTMOUTH COLLEGE, at the beginning of this college year adopted a system of elective studies, extending through the junior and senior years, occupying the time of one recitation a day throughout, and offering the opportunity of nearly continuous courses in physics, chemistry, Greek, Latin, modern languages and English literature. The whole number of students in the college and associated schools is 426.

OHIO.—The next Legislature is to be asked to adopt the township system of county schools. There are hundreds of districts in Ohio that contain only a dozen or half-dozen pupils, while others have too many. In one district there were eight pupils last winter, while the adjacent district contained forty. The school-fund was distributed equally among the sub-districts—\$200 to each for tuition, thus making the unjust allowance of \$25 per pupil in the one district to \$5 per pupil in the other.

RICHMOND CO.—The first meeting of the teachers' association of Richmond county closed Friday afternoon, after a two days' session. The association was organized last May at the annual session of the teachers' institute. In the evening a public meeting was held in the German club rooms. School Com. C. Henry King, the chairman, after a brief address of welcome, introduced Geo. Wm. Curtis, who spoke at considerable length on the public educational system in this country, and the means b



which it might be made more efficient. A day was devoted to the discussion of primary education and school supervision.

**SOUTH CAROLINA.**—The Mayor of Charleston appeals strongly for national assistance in the work of Southern education. He says: "There are at this time two millions of children in the Southern States without the means of instruction. Of these, doubtless more than one-half are colored. The necessity of education, the peril of delay, the magnitude of the danger are all evident. Where millions of citizens are growing up in the grossest ignorance, it is obvious that neither individual charity nor the resources of impoverished States will be sufficient to meet the emergency. Nothing short of the wealth and power of the federal government will suffice to overcome the evil."

**WISCONSIN.**—The *Tribune* says, that a whip of sole-leather, two feet long, burned in the center to make it hard, oiled at the extremities to make it pliable, and mounted on a hickory handle a foot and a half long, is the exquisite instrument with which an officer of the Wisconsin Industrial school for boys is said to have been in the habit of enforcing order and punishing offences among the lads under his charge. His favorite plan, according to accounts given by the pupils, was to strip off a boy's outer clothing, tie him over a chair-back and lay on the lash until the blood flowed profusely. The charges have been denied by the officer, and a close examination into the matter has been instituted. This will be pleasant reading for those who advocate corporal punishment.

**ALBANY STATE NORMAL SCHOOL.**—The next annual reunion of the graduates of the Albany State Normal School will take place Thursday, Dec. 20th, 1881. Literary exercises will be held in the afternoon at half-past two, and a sociable in the evening. 1. Address of welcome, Jos. Alden, D.D.; 2. President's address, \*W. D. Graves; 3. Poem, "The alumni of the ages," Ella J. Boldry; 4. Address, "Obstacles to intellectual culture," Sumner H. Babcock; 5. Business meeting. All graduates are cordially invited to be present; they are desired to extend the invitation to any whose addresses are unknown to the secretary, and secure the insertion of this notice in the county newspaper. H. B. Wilkes, secretary, Bath-on-the-Hudson, N. Y.

**CHICAGO.**—A free kindergarten has been opened on the corner of Milton and Hobbie streets, under the direction of Messrs. Jones and Roe. The funds are furnished by a benevolent body. Here are some of the views they set forth:

Goodness is a growth. Time is an essential element to this growth. The kindergarten contemplates at least three years' influence upon the child itself, at its most impressible age. This time is devoted;

1. To cultivating cleanliness, suppleness of hand and limb, quickness of sight, of hearing, touch, deftness and skill in the management of the body, order and method in all; training of the voice in distant utterance and music.

2. To cultivating perception, observation, thorough understanding of language, introducing the child to natural science, and preparing it also for accurate reasoning from the known to the unknown; concentration of thought; beauty of form and color—employing contrast and comparison to teach them to know things by their resemblances and differences.

3. To teaching reverence for God and His law, and so for all law; positive obedience; consideration for others; giving up personal preferences, without which there could be no happy kindergarten; prayers and prayer songs; knowledge of Christ and His love to little children: His birth, His life, and death. His gospel taught in a way in which a little child can comprehend it; God's presence taught; His knowledge of all that is said and done and thought.

All these things are taught and woven into the child's life, unconsciously to himself. The occupations are plays, and the plays so keenly enjoyed are carefully prepared lessons, enforced and impressed by constant repetition. Music is the thread upon which all these pearls of knowledge and goodness are strung.

**NEW YORK STATE.**—List of School Commissioners for the term commencing January 1, 1882.

**Albany Co.**—\*Samuel F. Powell, \*Elias Youngs, \*Thos. P. Heenan.

**Allegany.**—\*George E. Ferguson, \*Charles W. Wasson. **Broome.**—Charles E. Fuller, \*James L. Lusk.

**Cattaraugus.**—J. Henry Shallice, Joel J. Crandall.

**Cayuga.**—\*Josiah Gailey, Peter Sutphen.

**Chautauqua.**—Charles K. Wicks, \*Emmons J. Swift.

**Chemung.**—\*Charles H. Hetfield.

**Chemango.**—Le Roy C. Hayes, Jesse E. Bartoo.

**Clinton.**—\*Safford S. Taylor, Herbert Goodspeed.

**Columbia.**—Amasa P. Lasher, Isaac T. Haight.

**Cortland.**—\*Edson Rogers, Jerome J. Woodruff.

**Delaware.**—\*Perry L. Purdy, \*R. Hume Grant.

**Dutchess.**—\*John F. Schlosser, \*Albert P. Smith.

**Erie.**—\*John J. Lentz, \*Charles Ide, Gurney O. Dillingham.

**Essex.**—\*Fayette L. Miller, \*Chester B. McLoughlin.

**Franklin.**—Sheldon A. Ellsworth, \*Lauriston M. Berry.

**Fulton.**—\*David D. Crouse.

**Genesee.**—\*William E. Prentice.

**Greene.**—Clarence E. Bloodgood, Lewis Litchfield.

**Hamilton.**—\*Silas Call.

**Herkimer.**—\*George F. Crumby, J. Alonzo Goodier.

**Jefferson.**—Albert B. Watkins, \*Charles E. Hawkins, \*Wareham C. Hill.

**Kings.**—C. Warren Hamilton.

**Lewis.**—\*Royal T. Damuth, \*Julian H. Myers.

**Livingston.**—Foster W. Walker, Ezra N. Curtice.

**Madison.**—G. Newton White, \*Chester J. Parker.

**Monroe.**—\*N. Curtice Holt, \*Jeremiah Smith.

**Montgomery.**—Alonzo Geweye.

**Niagara.**—\*Cassius W. Gould, \*Fred J. Swift.

**Oneida.**—\*William D. Biddlecome, Julius M. Button, \*Martin W. Smith, Jerome F. Hilts.

**Onondaga.**—\*Dudley D. N. Marvin, \*Wm. W. Newman, \*Charles E. White.

**Ontario.**—\*John H. Stephens, Gerrit S. Preston.

**Orange.**—\*David A. Morrison, \*William H. Shaw.

**Orleans.**—Edward Posson.

**Oswego.**—\*Clayton R. Parkhurst, Harmon D. Nutting, Jay B. Cole.

**Otsego.**—\*Theodore L. Grout, \*Philetus P. Bentley.

**Putnam.**—\*James A. Foshay.

**Queens.**—Charles E. Surdam, \*Edward F. Fagan.

**Rensselaer.**—Edward Wait, Gardner Morey.

**Richmond.**—C. Henry King.

**Rockland.**—\*Thomas W. Sufferin.

**St. Lawrence.**—\*George A. Lewis, \*John A. Haig, \*Harlan S. Perrigo.

**Saratoga.**—William L. Hoyt, \*James G. Weeden.

**Schenectady.**—\*C. W. Van Santvoord.

**Schoharie.**—\*Le Grand Van Tuyl, \*Jacob H. Mann.

**Schuyler.**—\*Augustus C. Huff.

**Seneca.**—Isaac H. Stout.

**Steuben.**—\*Edgar A. Higgins, \*Abner Morrill.

**Suffolk.**—\*George H. Cleaves, \*Douglass Conklin.

**Sullivan.**—Charles Barnum, \*Melvin Hornbeck.

**Tioga.**—\*Leonard O. Eastman.

**Tompkins.**—\*Amasa G. Genung, \*Solomon L. Howe.

**Ulster.**—\*John H. De Witt, \*Ethan Parrott, \*Leonard Davis.

**Warren.**—\*Adam Armstrong, Jr.

**Washington.**—Henry T. Hedges, \*E. C. Whittemore.

**Wayne.**—\*Edward C. Delaro, \*Daniel Van Cruyningham.

**Westchester.**—\*Jared Sandford, \*Theodore B. Stephens, \*Platt R. H. Sawyer.

**Wyoming.**—\*Irving B. Smith, \*Clarkson A. Hall.

**Yates.**—Harlan P. Bush.

The names marked with a \* are new commissioners.

#### FOREIGN.

**FRANCE.**—The new Minister of Public Instruction in the Gambetta Cabinet, is M. Paul Bert. He is one of the most fearless of men, and perhaps the most objectionable to the conservatives and clericals. Before his appointment to the ministry, M. Paul Bert was professor in the faculty of sciences at Paris, member of the chamber of deputies and member of the Superior Council of Public Instruction. He was the author of the famous bill (since become a law) making primary education compulsory, gratuitous and unsectarian throughout France, and he has always been considered the most trusted adviser of his predecessor in office, M. Jules Ferry.

**GERMANY.**—The number of candidates for admission to the teachers' seminaries in Prussia was unusually large this year, but the preparatory training of the young people seems to have been defective, as is shown by the results of the examination at nine seminaries. The total number of candidates present at examinations was 802, of whom only 254 were admitted.

The *Pedagogische Reform* asserts that in order to provide one teacher for every sixty pupils, Germany ought to have 207 normal schools capable of graduating thirty teachers each every year. The present number of normal schools is only 169, of these forty are Catholic, 124 Protestant and five for both denominations.

The grand duchy of Luxemburg, a dependency of the Netherlands, has recently passed a new school law. Primary education is henceforth to be compulsory for all children between the ages of six and twelve. Tuition-fees have been abolished in all the public schools. Religious instruction is optional.

#### LETTERS.

The Editor will reply to letters and questions that will be of general interest. But the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.

I read many things in your paper last year with great interest; but you advocated school officers to employ no teacher except he be a graduate of a normal school or college, so that I concluded I was patronizing a paper that was against my own interest. You laid but little stress on experience or natural tact in teaching as a recommendation. Now I have had over five years' experience, began as teacher in a small district school, and am now principal of one of the largest schools in the county. I have been a hard student for many years, and still continue to burn the midnight oil. I try to advance education too.

(This letter from a skillful teacher represents a phase of opposition to the elevation of the profession that exists to a greater or less degree all over the country. Let us see. We advocate that none teach but—

1. (a) Those without experience who have attended the county educational schools for from four to six weeks; (b) those who have the same scholarship and have had a successful experience of a year or so. These to take the lowest license, good for a year.

2. (a) Those who have attended a short (one year) course at a State educational school and have had a successful experience of a year or so. (b) Those who have the same scholarship and an additional experience. These to take a license good for two years.

3. (a) Those who graduate at a State educational school and have had a successful experience of one or two years. (b) Those who have the same scholarship, and an additional experience; these to have life licenses.

Our friend R. would come under this last category, probably. Now how does this injure him? We see a positive advantage. Take his own town of —. Suppose (and this is not uncommon) one of your fellow-citizens has a son or nephew that has just graduated at college. He wants business; a plant politician says, "I will work him in as principal—only make me supervisor." The plea of economy is put forth; you are ejected, the son or nephew comes in at a lower rate for a year. This was done in a town in this State, where a man was paid \$1,200; salary was put down to \$800; a green hand went in; we secured the experienced man a place fortunately, at a better salary.

Now suppose that green hand could not have got a first grade license. This is a protective measure. It will aid every teacher.

The mistake is in supposing that we advocate only normal school graduates. We do not, as is seen by reading the above.

It is curious to notice that we are not held in first-class favor by many normal schools. Why, one will ask with surprise? Because we hold that the professorships in normal schools are not filled by those who can teach teachers how to teach.—EDITOR.)

Richmond county is not one of the largest counties, but is one of the most remarkable counties of the State in educational matters. They never do things by halves down there. At this association all the leading teachers of the county were present, among whom are M. A. McDonald, pres., T. A. Thompson, J. I. Sprague, H. T. Hervey, James McClennen, Henry Cleveland, in fine, every school in the county was represented but one.

The last-named gentleman, Mr. Cleveland, has taught about forty-five years, and longer in the same school than any other man in the State. He is still a young man.

The interest, and attendance at all the educational gatherings in this county are proverbial. At the institute held last summer, Dr. King, the commissioner called the roll the first day from a complete list of all the teachers in the county, and all were present except four, and these were fully accounted for. Let Richmond Co. go up head.

(This shows what can be done in any county in the State.)—ED.

London now instructs at the board schools and at the voluntary schools over 500,000 pupils; last year the cost per capita was \$3.18. (Is not that cheap? In New York it costs about \$35 per capita.)

MR. CYRUS W. FIELD, who has been so noted as a layer of ocean cables, has purchased the New York *Evening Express*, and will merge it and the *Evening Mail* into one paper, to be known as the *Express and Mail*. Its politics will be independent.



## EDUCATIONAL MISCELLANY.

## DISCIPLINE OF THE SCHOOL.

The great business of the teacher is to discipline his pupils. He cannot "add to their stature one cubit," nor to their mental or moral capacity one new power; but he can bring them under such a process of training as will subdue their wild and untamed impulses, develop the latent energies of body, mind, and soul, and direct them to a course of right action; so that the future citizen and law-giver may be fitted for his great work and high destiny.

The object to be secured is two-fold, viz., school vices must be prevented or cured, and school virtues must be cultivated. Among school vices, as they have been classified, are idleness, whispering, disorderly movements in the school-room, injury to property, and rudeness of speech or act in the intercourse of every day life. The school virtues to be cultivated are suggested as the opposites of these, viz., regularity of attendance, promptness, obedience, truthfulness, earnestness, diligence, kindness, neatness, and thoroughness in the preparation and recitation of lessons.

1. *Thorough organization and classification.*—I have seen the school in operation so perfectly systematized, all its arrangements so complete, and its departments so perfectly adjusted that the workings of its machinery not only produced no friction, but created order, interest, and zeal, such as secured the desired object. I have seen these arrangements so perfect as not only to prevent general disorder, but to punish wrong without the aid of the teacher. Organization is the first business of the school-room, and nothing else should be attempted until this is accomplished. The object in view is that systematic arrangement and uniformity which will secure good order and promote studiousness. To this end the pupils should be so seated that they will appear uniform, and not disturb each other in the necessary movements of the day. The rogues should be separated, and every temptation to idleness and mischief removed. A complete division of time into periods for study, recitation, and play is also necessary. A time for disorder, is, however, just as necessary as a time for study; hence, the teacher must provide not only regular recesses for freedom in the open air, but also occasional recesses from study (say two minutes) for the purpose of opening the safety valve of mischief and giving opportunity to whisper, ask questions, leave seats, and attend to all other necessary irregularities not allowed at other times.

2. *All school laws must be based upon authority.*—It must be distinctly understood that persuasion may never take the place of authority in school management. When, however, the right to maintain authority is not questioned by the pupil, or after he has been subdued to obedience, we may persuade, invite, and win. But kindness cannot supply the place of authority. Obedience is not a voluntary compliance with a request, but a hearty response to acknowledged authority—an implicit yielding to a command. Such obedience, prompt and unreserved, is the duty of every pupil.

3. *Another important agency in school discipline is work.*—Both the master and his pupils must work. Indolence in him begets idleness and recklessness in them. Life, energy, and industry manifested by him will be at once reproduced in them. The teacher must work to fit himself for his high calling and to elevate his profession. He must work for his school, to interest and benefit his patrons, to rouse and inspire his pupils, and to prepare himself for his daily teaching. Indeed, the true teacher is always reading, thinking, or acting for his school.

4. *Still another molding and controlling power in the school-room is public opinion.*—This must be created and directed by the master, or he is powerless. And first of all he must create a favorable opinion of himself; that is, must gain the confidence of his patrons and pupils. To this end he must form an intimate acquaintance with both parents and pupils; he must interest himself in what interests them, and adapt himself to their varying tastes

and peculiarities. On terms of friendship and in full sympathy with all, he is prepared to secure their co-operation, and thus carry out his plans and purposes for the welfare of his school.

5. *Mental and physical recreation are important disciplinary agencies.*—The mind and body are inseparably connected. Hence mental culture cannot be successfully carried on without physical culture. Both mind and body must have recreation more than the ordinary recesses and holidays afford, and as every teacher knows there are certain hours and days when the fiend disorder seems to reign in the school-room. He cannot assign any reason; but the very atmosphere is pregnant with anarchy and confusion. And what can the teacher do to overcome the evil? Let an unexpected change divert the attention of the pupils; let some general theme be introduced in a familiar lecture or exciting narrative; or, if nothing better is at hand, let all say the multiplication table, or sing "Old Hundred," and the work is accomplished. "The room is ventilated of its restless contagion, and the furies are fled. Now add to this mental the physical recreation of school gymnastics, and the remedy is still more sure. Gymnastics are not only useful and important as a means of physical development, but also of school government.

6. *Kindness is another powerful agency in the management of a school.*—By this, as exemplified in the life of the true teacher, I mean his uniform good will, earnest sympathy, and hearty generosity, habitually exercised toward his pupils. There is no force on earth so potent as love. When it has possession of the human heart it is all-pervading and overpowering, and especially if brought to bear upon sympathetic childhood and youth.

7. *This brings me to consider the discipline of punishment.*—The circumstances connected with the offense must be carefully studied, and a distinction always made between willful and unintentional wrong. The isolated act of transgression does not indicate the degree of guilt incurred nor the kind of punishment to be inflicted; the presence or absence of palliating circumstances, the motives which generated the act, the present views and feeling of the offending pupil, must all be taken into the account. The master should never, therefore, threaten a specific punishment for anticipated offenses. No two cases of transgression will be exactly alike, and hence the kind and degree of punishment should be varied as the case demands. Moral influence and kindness should attend every act of severity. Never let the sun go down upon the wrath of a chastised pupil. See him alone, bring to bear upon him every moral power, treat him now with kindness and confidence, and thus restore him to duty and favor. One example to illustrate: A gold dollar had disappeared from the teacher's table while she stepped to a neighboring room. Two school girls, who were the only persons present, had disappeared. It was Saturday, and in the evening the young ladies were assembled in the public parlor for family worship. The principal, who was conducting the exercises, commenced describing the effects and consequences of having, by accident, deposited a gold dollar upon the human lungs. It would corrode and poison, produce inflammation, disease, and death if it could not be removed. He then transferred the gold dollar from the lungs to the conscience, and portrayed the consequent guilt, remorse, anguish, and moral death resulting from such a crime, if not repented of. He presumed the young lady would gladly restore the money and save herself from the disgrace and suffering which must follow. He told her where she could leave the dollar, and that the fact of restoring it would be proof of her penitence, and would save her from exposure. In her desperation she had already thrown the gold dollar down the register; but she did borrow the amount of her teacher, confidentially, to be paid from her spending money, and deposited it as suggested. And so the whole matter was settled, and the most satisfactory results followed. The parents of the young lady never knew that anything of the kind had occurred.

8. *The discipline of study may next be consid-*

ered.—Study is mental gymnastics, systematic thinking, and the end in view is development and culture. One great object of the school is to induce and direct this mental exercise. Study is of the first importance, and hence must have the first attention of every practical teacher. He teaches his pupils how to study. He shows them that it is not the number of hours spent with books in hand, but close application that secures thorough discipline and good lessons, and that self-application is the only condition of sound learning.

9. *The discipline of recitation comes next in order.*—Recitation is the exercise of expression, and, like study, belongs wholly to the scholar. Study and recitation are the principal means of gaining mental power and practical ability.

10. *The discipline of instruction.*—School instruction serves to render acquired knowledge more definite and conceptions more vivid, and cultivates the power and habit of expression. And all these exercises—study, recitation, and instruction—have one common end to accomplish, viz., discipline.

There are three methods of instruction. The more common is by *questioning*. Many teachers know of no other way, and some have so little knowledge of the subjects taught that they demand to have questions prepared for themselves as well as for their pupils. And bookmakers, quick to observe the condition of the market, often line the margin of their books with leading questions to be used in study and recitation. This is all wrong, and one of the indications of the superficiality of the age. The tendency in all departments of learning is to skim the surface and remove the necessity of thoroughness. Questioning is not the best method of instruction, nor can it be safely adopted as the only method. Yet the method has its place, and may be useful, first, to direct the attention of the pupil to special topics or thoughts which have been overlooked or omitted in the recitation; secondly, it is useful in conducting reviews and examinations.

Written answers have the advantage over verbal that they bring the scholar under rigid examination in other departments of primary instruction. A written answer exposes his penmanship, orthography, use of capitals, punctuation, and forms of expression. Hence, this method of examination should be practiced as often as time and circumstances will allow.

Lecturing is another method of instruction which has its uses and abuses. A lecture by the teacher should never be substituted for a recitation by the class. These exercises are separate and distinct in their aims and results. Many teachers suppose that the measure of their ability as instructors is the power they have to explain and talk before the class, and hence they spend the most of the hour assigned to recitation in the display of their own gift of speech. But in the recitation room the good teacher has but little to say.

Study and recitation are the principal agencies to be employed in the process of training. Instruction is useful and important only so far it secures, directs, and controls earnest study and careful recitation. Any system of instruction, therefore, which weakens the motive or removes the necessity of laborious thinking and independent expression is false in theory and ruinous in practice. The recitation should be made standing, that the pupil may be brought out prominently before the class and acquire the habit of thinking and speaking in that exposed position. This will give him confidence and self-control. But some thoughts cannot be expressed in words; these must be drawn out in figures, diagrams, and maps.

11. *The discipline of good manners.*—The manners of a people surely indicate their morals; but human society itself exists only so long as the moral sense of the community is preserved. Of manners and morals it may, then, be affirmed that the one is but the complement of the other, and that they cannot be separated.—HIRAM ORCUTT, in Circular issued by Bureau of Education.

THERE are times in life when silence between two friends is better than speech.—MRS. STOWE.



## FOR THE SCHOLARS.

## RAISING THE SILK-WORM.

The mulberry silk-worm, is the one most sought after in America, on account of the strength and fineness of its silk. The silk-worm exists in four stages: the egg, the larva or worm, the chrysalis, and the moth. It is composed of two distinct classes: the annual or one-crop worm, and the bivoltin, or two-crop worm. During its existence the worm changes its skin four or five times in regular periods. When molting is about to take place, the worm ceases eating, fastens itself firmly by its hinder legs, erects its body and remains motionless for about twelve hours, when it casts off its old skin. When about to molt, the worms become of a dirty yellow color. Not until the fourth or last change, after eight or ten days' feeding, it will be ready to spin. The spinning occupies from eight to ten days, and if the silk of the cocoons is needed for reeling, they must be baked in an oven, at about 200°, or they can be choked with dry steam. This is to destroy the life of the moth which would otherwise cut its way out from the cocoon and render it unfit for reeling.

The cocoons from which the moth is allowed to cut its way out are called "pierced" cocoons, which are sold among the waste silk, to be carded and spun. Each cocoon contains from 300 to 600 yards of silk in one continuous thread, but it is so fine that it takes from four to six combined strands to form the staple thread of commerce.

The moth, shortly after leaving the cocoon, commences laying her eggs, which is completed in about four days. The eggs from the "first-crop" of worms are laid aside for about twelve days, when they are brought to the hatching-room prepared for the second crop, which in its turn is completed by the formation of the cocoon in from thirty to forty days. At the close of the second crop enough moths only are allowed to escape from the cocoons as may be wanted for seed. The firmest and best cocoons are to be set apart for this purpose. The eggs are then placed in a tin box to prevent the ravages of insects, and hung up in a cool dry place, at a temperature of 40°, for the winter. Cold, and even freezing, does not affect the eggs, but heat will cause them to hatch before their food is ready for them. It is often necessary in the spring to place the box of eggs on ice to prevent premature hatching. The eggs are brought out about the 1st of May, if the season is favorable, from the wintering place at 40°, gradually, to hatching-room at 75°, when the process before described is gone through with. Each female lays from 300 to 400 eggs. The moths do not eat anything during their short life of from four to eight days, neither do they fly.—*Potter's Monthly*.

## THREE GAMES.

"Let us try that new ball-game you spoke about" said one of the girls last evening; and so we gathered in the cheery parlors and stood in line. The one at the head took a small soft ball in her hand and threw it up and caught it three times, then the next, until one dropped it. The one beyond did it without missing and went ahead, and every one who succeeded went above the unlucky ones until all had tried. Then, beginning at the head each one threw it six times and when those who had been sent to the foot had their turns, they were allowed to redeem themselves by first throwing the ball three times (to make up for the ones missed) and then six times and to go ahead of those who failed in the round of six times who had a chance the next time to catch up. Then one threw it nine times, and then twelve and the game was up. And the one who had started at the head of the line was at the foot, and some of those at the foot were well up to the head.

Then two of the young ladies proposed to show us some magic called

## SPOT ON THE FLOOR.

And not until they had done it a dozen times could we see through it. The secret was this. The one who left the room placed her hand carelessly on the door, showing one or more fingers. If four fingers, then the spot chosen by those in the room, not by the one performing the trick, was the fourth one named. If three fingers, the third spot named.

This roused two of the others to do some

## MAGIC WRITING.

One of them left the room, and the company selected a short word, which the other one in the secret conveyed to his partner, by writing on the floor with a cane. We discovered the solution by watching and listening carefully. To explain it to those who have not tried it;

taps on the floor signified vowels—one tap a, two taps e, three taps i, four taps o, five taps u. To signify a consonant the writer said a sentence the first letter of which was the one used. In spelling the word piano, the magic writer flourished his stick on the floor and said: "Please move away," (p,) then tapped three times, (i) flourished his stick unmeaningly, then tapped once (a,) and remarked. "Now stand there," (n,) and tapped four times o.—*Scholar's Companion*.

## LORD CORNWALLIS.

The nineteenth of October was a grand centennial anniversary for all Americans. One hundred years ago that day Lord Cornwallis' army was surrendered to Gen. Washington at Yorktown, Virginia, and the signal was sounded for the freedom of the Colonies. The British had at last given up the fight, and on the 3rd of September, 1783, the Colonies were acknowledged free from the British yoke. Now those colonies have grown, and the United States of America is one of the greatest nations of the world. But what became of the conquered commander, whose defeat closed the struggle? He returned to England, and proved that one failure in a lifetime need not spoil the whole. He had come to America very unwillingly. He had won two good victories. The king's favor protected him from the censure of the disappointed people. He remained a general in the British army for five years after the surrender at Yorktown. Then he was appointed Governor-general and Commander-in-chief of India. In this double office he distinguished himself very highly both in victories over Tippoo Saib, the Sultan of Mysore, which is a principality of Southern India, and in doing a great deal for the good of the natives. After six years of service there he returned to England, where he was made Marquis. Five years after, during the Rebellion, he was appointed Lord-lieutenant of Ireland.

The country was in a very bad state, divided against itself and England. Cornwallis succeeded in putting down the trouble and in restoring the country to good order. The sudden return of peace and public quiet was very welcome to all, and won for the Marquis universal regard. Before his death he had two other offices under the government. He was minister to France, and later, Governor-general of India again. On the way to take charge of the army in the upper provinces of India he died.

Marquis Charles Cornwallis possessed neither genius nor great talent, yet was a marked man of his time. His power lay in qualities that every one may cultivate. He was useful to his country because he was upright, diligent and humane, wishing to do all he could for all people, and in the best way possible.—*Scholar's Companion*.

## DEAN STANLEY.

Arthur Penrhyn Stanley died July 18, 1881. Why should he be spoken of by so many now that he is gone? I will tell you. He was an ardent student and took many prizes; he soon held a professorship at Oxford; he was next Canon of Canterbury, and finally was appointed Dean of Westminster. In all of these places he conducted himself with a loving, genial spirit. He was quite an author too; his best book was the life of Thomas Arnold. Americans especially admired him. While Dean of Westminster, many Americans became acquainted with him; he was never tired of walking with them around that venerable burying place of the illustrious, and pointing out memorable monuments. He, too, is buried there. When his coffin was brought in, the Queen sent in a handful of lilies with an autograph note—"A mark of pure affection and high esteem from Victoria R." His noblest monument is the effort he made to have the world better for his having lived in it.—*Scholar's Companion*.

## THE CELEBRATION AT YORKTOWN.

## BY BESSIE VAN WINKLE.

In the autumn of 1781, just one hundred years ago, Cornwallis was in Yorktown, which he had entered the first of that year. General Clinton held New York and Washington was preparing to attack him, when suddenly changing his plans he marched down upon Cornwallis, in Virginia, and drew up his forces before Yorktown September 28th. On the American side were sixteen thousand, of whom seven thousand were Frenchmen under Count de Rochambeau. The British were eight thousand strong, besides the vessels. The French fleet under Count de Grasse stood in the Chesapeake Bay, so as to blockade the York and James Rivers, and prevent escape by water. Fortifications were made all

around Yorktown by the French and Americans. In doing this a couple of redoubts of the enemy troubled the besiegers, so it was decided that they should be taken. The attack on one was made by Americans under Lafayette, on the other by the French. They were both captured and the work went on, so that on October 9th the batteries were opened and the bombardment commenced. The cannons of the besieged were dismounted and the batteries broken down. The situation became desperate. Cornwallis at last decided to make an attempt to cross the river, cut through the French lines, and proceed northward. His plans were put into operation. The wounded and the baggage were to be left in the fort and the army was to cross over in three divisions. The night was clear and calm. But before they were all over a storm arose and prevented any more from crossing. Morning soon came and everything being discovered the British were glad enough to get under the cover of the fort. Cornwallis had sent word to Clinton as to his condition, but the latter could not possibly reach them until October 24th. Hence there was nothing for Cornwallis to do but to surrender, which he did October 19th, 1781. General O'Hara surrendered the sword to General Lincoln, as Cornwallis was too much ashamed to do so. It was a grand and glorious event. In Philadelphia the watchmen cried "one o'clock and Cornwallis is taken." Windows were thrown open. Lights appeared in every window. The old Liberty Bell, mingling its tones with others, once more rang out "liberty unto all the inhabitants thereof," and the whole city was alive with joy. There was no more sleep that night. This was the last important battle of the Revolution, although peace was not declared until 1783. And now just one century after the surrender, we have been celebrating it. French and German visitors were invited and accepted, and a fleet of ships was sent over for them. About 85,000 people gathered together at Yorktown in October, and a week was spent in celebration of our triumph. One century ago! and how much has been done to improve our country, since then. Railroads and steamers carry us far and wide. The electric light streaming down on the streets of New York make it almost as light as day. Messages are sent all over the world by telegraph. People speak to each other through the telephone when miles apart. And all these things have been invented in one hundred years.—*Scholar's Companion*.

## THE PEARL.

## BY M. W.

Deep down at the bottom of the sea and in the beds of rivers, each carefully housed in its oyster or mussel shell, lie the pearls. If there was not a love for the beautiful, those pearls would lie forever at the bottom of the sea. But in their search for the beautiful, men have found their hiding places, and they brave the deep, dark cold waters, many discomforts, and even death itself, to bring them to the light of day.

Some pearls are found on the west coast of Ceylon, some in the Persian Gulf, some in the Red Sea, and others near California and Panama. You may be curious to know how the pearl oysters are brought up from the bottom of the sea. Boats put out from land, manned by oarsmen and divers, usually ten of the latter, each diver being provided with a web-work basket in which to place the oysters as he collects them, and a heavy stone to accelerate his descent to the bottom. Seizing a rope fastened to the boat in his right hand, and holding his nostrils shut with his left, the hardy fellow sinks in the sea, reaches the bottom, and collects very rapidly a large number of shells; he then gives the signal by pulling the rope in his right hand, and is drawn to the surface. Men will make from forty to fifty descents in one day, bringing up one hundred oysters at each plunge. Many divers can remain under water from one to two minutes; and in very rare cases, divers may be found whose powers of endurance enable them to remain under water three, and even four minutes at a time!

When we see these round shining objects, let us think of the bravery of the diver; let us imagine him sinking down, down into the cold, still water, his rapid efforts to gather the oyster, his rising to the surface, the examination of many shells that contain nothing of value, and finally, the exclamation of delight as one is discovered.—*Scholar's Companion*.

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**THESAURUS OF ENGLISH WORDS AND PHRASES,** by Peter Mark Roget; new edition by John Lewis Roget. New York and Chicago: John R. Anderson & Co.

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**HOME DECORATIONS**, by Janet E. Runtz-Rees. New York: D. Appleton & Co.

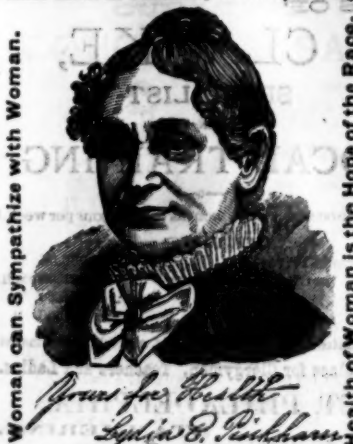
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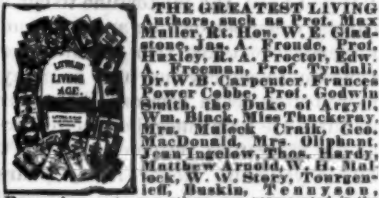
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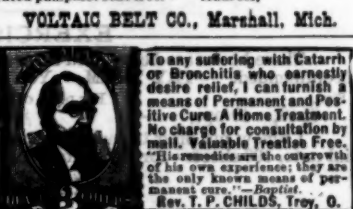
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